Formative Assessment Task

2nd Grade: Geometry

**2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**

**Learning Targets**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

*This Formative Assessment is designed to be a center or partner activity*

**Materials:**

1. One set of place value “unit” cubes.
2. One “My Rectangles Page” per student
3. Pencils, markers

**Directions:**

1. Students will play in partners.
2. Students will race to see which partner can arrange place value “unit” cubes in 1 rectangle the fastest.
3. Student will record the number of cubes it took to fill each rectangle.
4. Repeat until all rectangles have been recorded.

**Considerations:**

* Observe the students as they play this game, checking for understanding.
* Ask student how many rows and columns they created as they fill in the figures.
* Students may write equations to represent the units used to fill in each figure.
* Ask students whose measurements are different, how they may have ended up with different answers.
* Teacher may wish to extend this activity by asking students to draw the squares in each rectangle.
* This page may need to be modified.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: Find out how many units will fit in these shapes. Record your answer on the line below.*

My partner for this game is:

\_\_\_\_\_\_\_\_ units are in this rectangle.

Which partner filled in this rectangle first? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you get the same answer? Yes No

\_\_\_\_\_\_\_\_ units are in this rectangle.

Which partner filled in this rectangle first? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you get the same answer? Yes No

\_\_\_\_\_\_\_\_ units are in this rectangle.

Which partner filled in this rectangle first? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you get the same answer? Yes No



|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

